

HILTINGBURY HEROES

Learners for Life



Information Guide

OUR ViSiON:

Learning, Caring and Achieving Together

Successful Learners; who enjoy learning, make progress and achieve (**Creative Thinker** and **Independent Researcher**).

Confident Individuals; who can live safe, healthy and fulfilling lives (**Reflective Learner** and **Self Manager**).

Responsible Citizens; who make a positive contribution to society (**Team Player** and **Effective Participator**).

Qualities our children will acquire/develop



makes connections	questioning	confident
skilled	perseveres	independent
critical	self-evaluating	creative
'can do' attitude	literate	communicator
curious	flexible	listens and reflects
gets on well with others	thinks for themselves	self-esteem
learns from mistakes	makes a difference	ICT literate
takes risks	thirst for knowledge	willingness to have a go
generates ideas	acts with integrity	self-belief

Each group of skills is distinctive and coherent, they are also interlinked. Children are likely to encounter skills from several groups in any one experience. E.g. An **'Independent Researcher'** would set goals for their research with clear success criteria (**Reflective Learner**) and organise and manage their time effectively to achieve these (**Self Manager**).

Learning and Thinking Skills & Attitudes Successful Learners	Personal and Emotional Attitudes Confident Individuals	Social Skills and Attitudes Responsible Citizens
<p>Independent Researchers</p> <p>Children engage in research based investigations. They ...</p> <ul style="list-style-type: none"> • Think of questions to answer and problems to resolve linked to a theme. • Plan what to do, how to go about it. • Carry out research by exploring issues, events or problems from different perspectives. • Consider how different circumstances, beliefs, feelings and attitudes may affect decisions and events that have happened. • Decide how relevant the information gathered is. • Conclude, using the evidence gathered through the research. 	<p>Reflective Learners</p> <p>Children reflect, evaluate and recognise their own learning & achievements. They...</p> <ul style="list-style-type: none"> • Review their progress and identify strengths and limitations. • Set themselves realistic goals with criteria for success. • Listen to feedback from others and deal positively with praise, setbacks and criticism. They make changes to further their learning. <p>Children communicate their learning in relevant ways to different audiences through</p> <ul style="list-style-type: none"> • 'Traffic lights' - Used as a quick indicator of their level of understanding. • 'Two stars and a wish' - Used to evaluate their own learning and support others through peer to peer evaluation • Self marks (smiley faces, purple pen). Used to recognise own achievements. <p>Children track their own progress through individual writing targets, essential life skills targets, group maths, and reading targets.</p> <ul style="list-style-type: none"> • Understand the consequences of their actions. 	<p>Team Player</p> <p>Children form collaborative relationships with others. They work together towards a common goal / agreed outcome. (E.g. making up a game, solving a problem, resolving an issue etc). They...</p> <ul style="list-style-type: none"> • Take responsibility for their own part in the team showing confidence in themselves and their contribution. • Show fairness and consideration to others. • Adapt behaviour to suit the different roles, situations and contexts of teamwork. • Listen to, take account of different views and reach agreements. • Evaluate with others how well the team/other teams achieved their goal. • Be a good friend, understanding we are all special Try to help other people. • Listen to and respect other people's opinions and values
<p>Creative Thinker</p> <p>Children think imaginatively and creatively. They...</p> <ul style="list-style-type: none"> • Use their own imaginations in role play, drama, characters, settings and plots. • Look for imaginative solutions, different ways to tackle a problem and outcomes that are of value • Are resilient in trying different ways and are not afraid of 'making mistakes' • Are curious in a range of situations and ways. 	<p>Self-Manager</p> <p>Children show personal responsibility, initiative, creativity and enterprise with a commitment to learning and self improvement.</p> <p>Independence - They...</p> <ul style="list-style-type: none"> • Move their own learning forward through self initiated learning and 'following their own learning pathway'. • Show initiative and responsibility in the way they organise themselves, manage routines and resources independently. • Know who to ask for help or where to go. <p>Approach to work - They...</p> <ul style="list-style-type: none"> • Show a 'have a go' attitude • Respond positively to change and new priorities • Seek out responsibilities and challenges • Try different alternatives rather than always doing something the same way • Do not give up easily and persevere towards achieving goals. • Anticipate, take and manage risks • Make the best of what they have • Resist distractions 	<p>Effective Participator</p> <p>Children play a full part in the life of the school and the wider community. They...</p> <ul style="list-style-type: none"> • Understand their own contribution in making the school a happy caring place by behaving well, being kind/considerate to others & following expectations linked to the British Values. They act as good role models to others. • Understand why we have classroom rules and how these relate to the rule of law • Play their part in looking after the school environment • Have a Pupil voice which is listened to within the school and wider community with positive impact. Begin to understand democracy through the voting process • Actively engage with issues that affect them and those around them. • Identify improvements that would benefit others as well as themselves and talk about their ideas Listen to and respect views and beliefs that may differ from their own, showing tolerance and mutual respect.

Christopher Cockerel

The Creative Thinker



Bronze	Silver	Gold
I can 'pretend' (e.g. in role play, with small world, construction and/or free play) (playing and exploring) .	I can imagine and perform in different roles and characters with support e.g. explorer, writer, inventor etc (playing and exploring) .	I can use and talk about my own creative and imaginative ideas even if they are different from others.
I explore and play with objects, materials and resources in my own way.	I can use some of my own creative and imaginative ideas in my learning (creating and thinking creatively) .	I can imagine and perform in different roles and characters to move my thinking forward e.g. explorer, writer, inventor, etc.
When guided I can talk about my best ideas and share some of my imaginative ideas when I am playing with others (creating and thinking critically) .	I can join some of my ideas together with others with support (creating and thinking creatively) .	I can use my own and the ideas of others to find imaginative solutions and outcomes.
I can ask 'why?' or 'what happens if?' and answer questions about how things happen and how things work (SMSC)	I can talk about and communicate some of my creative thinking and imaginative ideas in different ways with some guidance (e.g. performing, presenting, using ICT etc)	I ask relevant questions (e.g. 'why', 'how', 'what', 'if') (SMSC)
	I can ask questions to extend my thinking (SMSC)	I can talk about and communicate some of my creative thinking and imaginative ideas in different ways (e.g. performing, presenting, reporting, using ICT etc).
	I can talk about my 'best ideas'	I can talk about my best ideas and those I can change to make even better.

Ellie Elephant

The Team Player



Bronze	Silver	Gold
I can listen and ask relevant questions.	I can listen to others ideas even if they are different from my own.	I listen and try to understand the point of view of another person.
With support I can work together with my friends	I can talk about some of my ideas within a familiar team.	I can talk about my thoughts and ideas within a team.
I can share and take turns.	I understand that sometimes I will lead the group and sometimes others will.	I can adapt my behaviour within the team to suit different roles and situations.
With support I can recognise that others may think differently to me.	With support I can change my behaviour to suit different roles and situations.	I can work with others to agree an outcome.
	I understand the consequences of my actions (SMSC).	I am polite, well mannered, fair and kind in a team.
	I can work with others to achieve simple outcomes or resolve simple issues.	I can talk about what would make the team even better next time and take responsibility for my own part.
	I can be polite and well mannered in a team.	
	I show fairness and kindness to others.	
	With support I can talk about what would make the team even better next time.	

Frankie Fox

The Self Manager



Bronze	Silver	Gold
I try my best (active learning).	I can work well in most self-initiated and adult directed tasks (playing and exploring).	I can work well in self-initiated and adult directed tasks.
I can persist in an activity (active learning).	I can 'have a go' at something new – can do attitude (playing and exploring).	I can think of ways to do even better next time and 'have another go' (active learning).
I can follow my own learning pathway making good choices with some support from a grown up.	I can forward my ideas or answers.	I keep focused and resist distractions.
I can show resilience by managing changes without being upset and bouncing back after difficulties (active learning).	I can ask others for help.	I know that it is not a bad thing to get an answer wrong and can change what I am doing according to the most important problem to solve – thinking beyond the answer (active learning).
I can initiate activities and seek challenges in my own learning (playing and exploring).	I try not to get distracted by others (active learning).	I can ask others for help and know where to go for it.
I can put on my coat independently.	I understand that it is not always a bad thing to get an answer wrong and can try different ways to tackle a problem (active learning).	I show initiative and responsibility in the way I organise myself and manage routines/resources independently.
I can change myself for PE independently.	I can organise myself and manage routines independently.	
I can tidy up after myself.	I can find and use resources on my own.	
I can find my own resources (e.g. pens, pencils, games, etc).	I can take responsibility for tidying up after myself.	
	I can think about what I need to do and how to do it independently.	

Georgie Giraffe

The Reflective Learner



Bronze	Silver	Gold
I can use thumbs up/down and traffic lights to show whether I understand (creating and thinking critically).	I show a pride in my achievements (active learning).	I show pride in my achievements and my learning (active learning).
I can ask for help when I get stuck.	I can identify some things that I am good at.	I can talk about and identify my strengths.
With support I can talk about an activity I have been doing and how it made me feel (i.e. what went well and what was difficult).	I can talk about things I want to improve/get better at (creating and thinking critically)	I can show others if I know what to do or if I don't understand (thumbs up, traffic lights, verbal response etc).
With support I can change my strategy as needed and talk about what I want to do next (creating and thinking critically).	I can show others if I know what to do or if I don't understand most of the time (thumbs up, traffic lights, verbal responses etc).	I can mark my own work using purple pen and review my progress using 'two stars and a wish'
	With help I can mark my own work (using smiley's and purple pen) and with support use 'Two stars and a wish'.	I can listen to feedback and respond positively when someone suggests improvements.
	I can use my targets in my work.	I find/use/know my targets without prompting.
	I help to set my own targets and 'next steps' in my learning.	I can set some of my own targets.

Lloyd Lion

The Effective Participator



Bronze	Silver	Gold
I can help to make our class charter/ rules with some support.	I can talk and think about issues that affect me in my class, school and local community.	I can talk and think about issues that affect me in my school and the local and wider community (SMSC) .
I can share my beliefs (SMSC) .	I am aware that other people may have different lives from my own and can talk about some similarities and differences (SMSC) .	I understand and follow expectations. (SMSC) .
I behave well towards others (SMSC) .	I can share my beliefs religious or otherwise (SMSC) .	I can identify how people and their lives are similar and different and the impact this has on them.
I can participate in whole school celebrations and events.	I try to make the school a happy caring place by helping to make and follow the class charter and school rules (SMSC) .	I am interested in and respect different peoples feelings and values I can recognise the difference between right and wrong (SMSC) .
I can play my part in looking after my classroom.	I can recognise the difference between right and wrong and apply it to my own actions (SMSC) .	I take pride in my school and play my part with others to make it a better place to learn.
I am aware that other people may have similarities or differences from me (SMSC) .	I take a pride in my school and local community.	I play a part in the life of the wider community.
With support I am learning to be a good friend.	I am learning to be a good friend.	I care for our world and seek to find solutions / improvements that would benefit others (SMSC) .
With support I can tell others how to make something in our class even better.	With help am playing my part in negotiating changes to improve my class / school / local community (SMSC) .	I can act as a speaker and can tell others about views and beliefs that may differ from my own (SMSC) .

Sydney Gorilla

The Independent Researcher



Bronze	Silver	Gold
I can find something out with support.	I can find out simple facts on my own/with a friend.	I can think of questions to answer.
I can ask questions which are relevant to things I want to know about I can engage in open ended activities (playing and exploring).	I can find out about other peoples ideas (playing and exploring) .	I can gather information in different ways e.g. questionnaires, surveys etc.
I can show curiosity (playing and exploring) (SMSC) .	I ask questions and decide how to find out the answers.	I enjoy and am fascinated in learning about myself others and the world around me including the intangible (SMSC) .
I can show particular interests (playing and exploring) .	I enjoy and am fascinated in learning about myself others and the world around me (SMSC) .	I can use books, the internet / ICT for simple research and enquiry selecting the important information I want/need.
I can use my senses to explore the word around me (playing and exploring) .	I can pick out the important pieces of information and can talk about them with support.	I can gather information from others and decide what is relevant.
I can talk about things I have learnt and found out from other people or other places with support.	I can research through simple books.	I can talk about/present my findings to others focusing on the most important and relevant information.
I can think of another way of finding out that might be even better next time with support (creating and thinking critically) .	I can research using ICT.	I can organise, record and communicate my findings in different ways (e.g. using ICT, drawings and writing).
	I can talk about my research/enquiry.	
	I can organise, record and communicate my findings in a simple way (grouping, drawing, writing, using ICT, etc.) with support.	
	I am aware that others may find things out in different ways.	